DOCUMENT RESUME

ED 434 545 HE 032 238

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TITLE Assessment Matters in Higher Education: Choosing and Using Diverse Approaches.
INSTITUTION Society for Research into Higher Education, Ltd., London (England).
ISBN ISBN-0-335-20242-X
PUB DATE 1999-00-00
NOTE 225p.
AVAILABLE FROM Open University Press, 325 Chestnut Street, Philadelphia, PA 19106 ($34.95). E-mail: enquiries@openup.co.uk; Web site: <http://www.openup.co.uk>.
PUB TYPE Books (010) -- Collected Works - General (020) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Competency Based Education; *Educational Assessment; Educational Innovation; *Evaluation Methods; Foreign Countries; *Higher Education; Portfolio Assessment; Self Evaluation (Individuals); *Student Evaluation; *Systems Approach

ABSTRACT

This book presents 16 papers on assessment in higher education grouped into four sections on: first, systems approaches to assessment; second, the effectiveness of innovative assessment; third, assessing practice; and fourth, autonomous assessment. The included papers are: (1) "Institutional Strategies for Assessment" (Sally Brown); (2) "Innovations in Student Assessment: A System-wide Perspective" (Angela Glasner); (3) "Assessment and Evaluation: A Systems Approach for Their Utilization" (T. Dary Erwin); (4) "Using Assessment Strategically to Change the Way Students Learn" (Graham Gibbs); (5) "Why Assess Innovatively?" (Phil Race); (6) "The Experience of Innovative Assessment: Student Perspectives" (Liz McDowell and Kay Sambell); (7) "Biases in Marking Students' Written Work: Quality?" (Neil D. Fleming); (8) "Assessing Practice" (Sally Brown); (9) "Assessment of Key Skills" (Garth Rhodes and Freda Tallantyre); (10) "Using Portfolios for Assessment in Teacher Preparation and the Health Sciences" (Gill Young); (11) "Group-based Assessment: An Evaluation of the Use of Assessed Tasks as a Method of Fostering Higher Quality Learning" (Mike Heathfield); (12) "Dimensions of Oral Assessment and Student Approaches to Learning" (Gordon Joughin); (13) "Towards Autonomous Assessment: Using Self-Assessment and Peer Assessment" (Angela Brew); (14) "Self-Assessment and Peer Assessment" (Shirley Jordan); (15) "Peer Assessment of Undergraduate Seminar Presentations: Motivations, Reflection and Future Directions" (Andy Lapham and Ray Webster); and (16) "Using Peer Assessment and Self-Assessment for the First Time" (Paul Roach). (Individual papers contain references.) (DB)

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